

ENGLISH LANGUAGE ARTS

1st Grade



Unit 1

The Moral of the Story: Fables and Tales

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can asking questions help us better understand a folktale or fable?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to classic stories called fables and folktales. These stories help students learn important lessons and enjoy the fun of fiction. Students will grow their vocabulary by learning new words and phrases that show feelings. They will also practice asking and answering questions about key details in the stories they hear. Through writing, students will engage in a narrative retelling of a familiar tale through shared class writing, one-sentence story retellings, and sentence generation based on images from the read-alouds.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- Who are the main characters and how can you describe them using details from the story? RL.1.3
- **Which words helped you imagine what the character was seeing, hearing, or feeling during the story? RL.1.4**
- How are the characters (or lessons) in two stories alike or different? RL.1.9
- Why is it important to listen carefully during a class discussion? SL.1.1
- **How did listening to the story help you understand the message? Which details helped you most? What questions do you have about the characters or the lesson in the story? SL.1.2**
- How can you share an idea about the story using a complete sentence? SL.1.6

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10 (95% Group)
- Ask and answer questions about key details in a text read aloud, information presented orally or through media. SL.1.2

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page). RF.1.1.b
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.c
- Demonstrate understanding of phonemes (sounds), syllables, and spoken words. RF.1.2
- Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position. RF.1.2.b
- Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words. RF.1.2.c
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.1.3
- Decode regularly spelled one-syllable words. RF.1.3.b
- Recognize and read grade-appropriate words, including compound words. RF.1.3.g
- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read text with purpose and understanding. RF.1.4.a
- Read text orally with accuracy, prosody, and appropriate rate. RF.1.4.b
- Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading. RF.1.4.c
- Ask and answer questions about key details in a text. RL.1.1

- Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea). RL.1.2
- Describe character, settings and major events in a story, using key details. RL.1.3
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Use illustrations and details in a story to describe its characters, setting or events. RL.1.7
- Compare and contrast the adventures and experiences of characters in stories. RL.1.9
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. RL.1.12
- Identify real-life connections between words and their uses. RL.1.12.c
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.1.5
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing. W.1.10.f
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. SL.1.1
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a
- Ask and answer questions about key details in a text read aloud, information presented orally or through media. SL.1.2
- Produce complete sentences with appropriate volume, enunciation and rate. SL.1.6
- Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read-alouds to signal simple relationships. SL.1.8

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Unit 2

From Nose to Toes: How Your Body Works

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can gathering information from different sources help you better understand a topic and make informed choices?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about their body systems and the important organs that help their bodies work. They will listen to stories that explain how to keep their bodies healthy by following the five keys to good health. Throughout the unit, students will ask and answer questions about the details they hear in the read-alouds to better understand how their bodies work. They will take notes about the five body systems and use what they learn to write about how the body stays healthy.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Which key details best explain the topic? RI.1.1**
- **What can you do if something in the text is confusing or unclear? RI.1.1**
- **How does asking and answering questions while listening to informational text help you understand the topic? RI.1.1**
- How can you make your writing better by adding key details? W.1.5
- **How can we use books and resources to help us write about a topic? W.1.7**
- What details did you hear that helped you understand the topic? SL.1.2

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.1** Ask and answer questions about key details in a text.

- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.1.b** Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
- **RF.1.1.c** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
- **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.3.j** Recognize diphthongs in single-syllable words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- **RI 1.11.b** Use affixes to determine the meaning of a word or phrase.
- **RI 1.12.c** Identify real-life connections between words and their uses.
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.

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Unit 3

Common Threads: Different Lands, Similar Stories

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can knowing who is in the story, where it happens, and big events help you retell the story?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to fairy tales and folktales from many different lands and countries. These stories will help students build a strong foundation to understand and enjoy similar tales from around the world. As they listen, students will learn new words. They will focus on important story parts like characters, settings, major events, and problems in the stories. Students will practice retelling the stories they hear, using key details to describe people, places, and events clearly. They will also work on putting story events in order and comparing how stories are alike or different. Throughout the unit, students will write their own stories by drafting, revising, editing, and publishing narratives.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Where does the story take place? Which details helped you know? RL.1.3**
- **What happened at the beginning, middle, and end of the story? RL.1.3**
- How can a story map help you retell a familiar story? W.1.3
- How can you explain what happened first, next, and last in your story? W.1.3
- **How can you use key details to clearly explain what happened in the story? SL.1.4**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
- **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).

- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.11.b** Use frequently-occurring affixes as a clue to the meaning of a word or phrase.
- **RL.1.12.c** Identify real-life connections between words and their uses.
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.



Unit 4

Reach for the Stars: Astronomy

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can identifying the main idea and details about space help us better understand it?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn all about the Earth and how it fits into space. They will read and talk about the sun, moon, stars, and planets, and learn how they are connected. They will also explore NASA and the exciting story of how astronauts traveled to the moon. As they read, students will practice finding the main topic and retell key details to show what they've learned. They will take notes with friends and use what they learn to help them become strong writers. At the end of the unit, students will write their own opinion piece. They will rename a constellation, state their opinion, and give reasons to support their thinking.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- Was the book we read a story or an information book? How do you know?
RL.1.5
- **What are three important things you remember about the sun, the moon, or the planets? RI.1.2**
- What facts or examples did the author use to help explain what planets are like? RI.1.8
- How were the two books we read about space the same? RI.1.9
- **If you could rename a constellation, what would you call it and why? W.1.1.**
- How did your picture of what causes day and night help you understand this?
W.1.8

- What did your partner say about space and what idea can you add about space? SL.1.1

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
 - **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
 - **RF.1.2.c** Isolate and produce initial, medial vowel and final phonemes in spoken single-syllable words.
 - **RF.1.2.d** Orally segment single-syllable words into their complete sequence of individual phonemes.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - **RF.1.3.a** Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
 - **RF.1.3.b** Decode regularly spelled one-syllable words.
 - **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
 - **RF.1.4.a** Read text with purpose and understanding.
 - **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
 - **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.b** Use affixes to determine the meaning of a word or phrase.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.

- **SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.

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Unit 5 Charting the World: Geography

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can the pictures and details in a story help you better understand what you are learning?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about maps, globes, and atlases. They will explore how these tools help us understand where places are and what they are like. Students will learn how to use important map features like cardinal directions (north, south, east, west), map keys, and legends to read and understand maps better. Students will listen to read-alouds and look closely at pictures and details in books to help them understand the big ideas. They will ask and answer questions about what they see and hear, helping them think more deeply about different places and their features. They'll also learn and use new geography words and practice talking with friends in class discussions. At the end of the unit, students will create a map of a favorite place in their neighborhood. They will design, label, and share their map with the class.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How are maps and globes the same? How are they different? RI.1.3
- How do map keys and cardinal directions work together to help us understand a map? RI.1.3
- **What important details did you notice in the pictures or illustrations that help you understand what a map or globe shows? RI.1.7**
- How can making your own map help you learn more about your neighborhood? W.1.1

- **When looking at an image, how does writing about who or what you see and describing what is happening make your writing better? W.1.2**
- **What kind of place are you drawing and writing about—rural, suburban, or urban—and what facts can you tell about it? W.1.2**
- **How did the images help you describe urban, rural and suburban communities in the US? SL.1.2**
- **How are urban, rural and suburban communities the same? How are they different? SL.1.2**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.a** Know the phoneme-grapheme correspondences for common consonant digraphs (e.g., sh, ch, wh, th, gh).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.

- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.3** Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.

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Unit 6

A World of Homes: Animals and Habitats

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can you use facts to explain what makes a habitat unique?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will explore different habitats, such as deserts, oceans, forests, and rainforests. They will learn what makes each habitat special and how plants and animals survive in their environments by using their unique features. Students will also learn new science words to describe animals, plants, and habitats. They will use these words to describe what they learn, helping them express their ideas more clearly. As they study each habitat, students will add entries to their Habitat Journal using details about animals, plants, weather, and land. They will also make a mini poster to compare and contrast two types of forests—a rainforest and a deciduous forest—using descriptive words and facts.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What is the big idea (main topic) we are learning about in this text? RI.1.2**
- **What makes a rainforest and a deciduous forest the same or different? RI.1.2**
 - What clues in the sentence help you figure out what this word means? RI.1.4
 - How are two habitats similar to one another? How are they different? (Choose from tundra, savanna, desert, forest, rainforest). RI.1.9
- **Is your sentence a complete sentence? W.1.10**
- **How do grammar rules help people understand what we write? W.1.10**
- Did you use a capital letter at the beginning, a period at the end and put spaces between your words? W.1.11

- What details can you add so your classmates can picture it in their minds?
SL.1.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud,

information presented orally or through media.

- **SL.1.3** Ask and answer questions about what a speaker says to gather additional information or clarify what is not understood.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.
- **SL.1.8** Use words and phrases, including conjunctions, that have been acquired through conversations, reading and read alouds to signal simple relationships.

ENGLISH LANGUAGE ARTS

1st Grade



Unit 7

A New Nation: American Independence

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

Why is it important to ask questions and learn details when we read stories about history?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about important people and events that helped the thirteen colonies become the United States of America. They will be introduced to such key moments as the Boston Tea Party and the signing of the Declaration of Independence. Through listening and reading, students will ask and answer questions about the key details of important events in American history. They will learn about the order in which these events happened and how different people helped to create the United States. Students will practice writing complete sentences with correct grammar as they plan and write their own informational paragraphs.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What happened at the beginning, middle, and end of the story? RL.1.2
- **What questions do you have about the text we just read? RI.1.1**
- **What contributions did George Washington make? RI.1.1** (could also use for Benjamin Franklin, Thomas Jefferson)
- What does the picture show that the words didn't tell us? RI.1.6
- **How are the words "tiny" and "huge" different? Can you use both in a sentence? RI.1.12** (use any words from story)
- **What's the difference between "run" and "jog"? Can you show or describe what each looks like? RI.1.12.** (use any words from story)

- What questions can you ask if you don't understand something someone said? SL.1.3

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.b** Decode regularly spelled one-syllable words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.e** Use vowel patterns to decode two-syllable words by breaking the words into syllables.
- **RF.1.3.f** Read words with inflectional endings (e.g., makes, walked, ended, played, going).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.

- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.6** Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.11.a** Use sentence-level context (definition and synonym) to determine the meaning of a word.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **RI.1.13** With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.1.10.e** Use verbs to convey a sense of past, present and future when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts

under discussion.

- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.6** Produce complete sentences with appropriate volume, enunciation and rate.
- **SL.1.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.



Unit 8

Once Upon a Time: Fairy Tales

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can learning about fairy tales help us become better readers of stories?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will listen to fairy tales and learn what makes these stories special. They will hear about characters who show bravery and heroism. Through daily read-alouds, students will practice identifying the parts of a fairy tale, like special characters, and the way the story usually ends happily. Students will also learn how to write their own fairy tales by creating an instructional manual. They will identify and explain the important parts of fairy tales, practicing how to write clear and simple instructions for others.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What happened at the beginning, middle, and end of the story? RL.1.2**
- What words in the story show how a character is feeling? RL.1.4
- How are these two characters alike? How are they different? RL.1.9
- **How can you use the new word you learned in your own sentence? RL.1.11**
- **What is a fairy tale? What special things make it different from other stories? W.1.2**
- **How will you end your writing to show your reader that you've finished explaining fairy tales? W.1.2**
- How did the illustration help you understand the fairy tale? SL.1.5

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
- **RL.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.2** Retell stories, including key details, and demonstrate understanding of the lesson or central message (main idea).
- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.

- **RL.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RL.1.12.c** Identify real-life connections between words and their uses.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10.f** Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing.
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
- **SL.1.7.f** Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

ENGLISH LANGUAGE ARTS

1st Grade



Unit 9

Early Americas: Maya, Aztec, and Inca

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does writing our opinion help us tell what we learned about the Maya, Aztec, and Inca?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will learn about the Maya, Aztec, and Inca—three ancient peoples that lived a long time ago. They will explore the cities these people built, how they farmed, and how they worked together in groups with leaders and rules. Students will listen to stories and look at pictures to learn important facts about how each group lived. They will also learn how archaeologists help us to understand these ancient places today. As they learn, students will take notes and talk about what they discover. Then, they will write about which civilization they liked best and give reasons to explain their opinion. They will finish their writing by sharing why they found that civilization to be the most interesting.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- Who is telling the story? Is it a character or a narrator? RL.1.6
- Find a picture that shows something important about the Maya, Aztec, or Inca. What do you see? RL.1.7. SL.1.7
- **What are two or three important facts about the Maya, Aztec, or Inca? RI.1.2**
- **Which civilization do you think was the most interesting? Why? W.1.1**
- Was there something you didn't understand? How can you ask about it? SL.1.3

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2** Demonstrate understanding of phonemes (sounds), syllables, and spoken words.
- **RF.1.2.b** Orally produce single-syllable words by blending phonemes, including consonant blends in the initial and final position.
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.1.3.c** Know final -e and common vowel team patterns for representing long vowel sounds.
- **RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF.1.3.f** Read words with inflectional endings (e.g., makes, walked, ended, played, going).
- **RF.1.3.g** Recognize and read grade-appropriate words, including compound words.
- **RF.1.3.i** Reads vowel-r combinations in single-syllable words (e.g., ar, er, ir or ur).
- **RF.1.3.j** Recognize diphthongs in single-syllable words.
- **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.1.4.a** Read text with purpose and understanding.
- **RF.1.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.1.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.1.3** Describe character, settings and major events in a story, using key details.
- **RL.1.6** Identify who is telling the story at various points in a text.

- **RI.1.7** Use illustrations and details in a story to describe its characters, setting or events.
- **RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in a text.
- **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8** Identify the reasons an author gives to support points in a text.
- **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **RI.1.11** Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension.
- **RI.1.12** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **RI.1.12.a** Sort words into categories to gain a sense of the concepts the categories represent.
- **RI.1.12.b** Define words by category and by one or more key attributes.
- **RI.1.12.c** Identify real-life connections between words and their uses.
- **RI.1.12.d** Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
- **RI.1.13** With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for first grade.
- **W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.1.10** Demonstrate command of the conventions of standard English

grammar and usage when writing.

- **W.1.10.d** Use personal, possessive and indefinite pronouns (e.g., I, me, my).
- **SL.1.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension.
- **SL.1.1.c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally or through media.
- **SL.1.4** Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly.
- **SL.1.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.1.7.d** Use verbs to convey a sense of past, present and future when speaking.

ENGLISH LANGUAGE ARTS

1st Grade



Unit 10

Adventure Stories: Tales from the Edge

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can we ask questions, find facts, and write about amazing adventures?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will go on exciting learning adventures around the world through stories and books. They will learn about real-life explorers who used science, teamwork, and new inventions to explore places like the deep ocean and outer space. As they listen to Read-Alouds and look at pictures, students will work to figure out the meaning of new words and grow their vocabulary. They will also talk with classmates and share details about the people and places they learn about. Students will become researchers, too. They will practice the steps of research—asking questions, finding facts, and writing about what they learn. At the end of the unit, each student will write about an adventure topic of their choice.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What happened at the beginning, middle, and end of the story? RL.1.1
- **What new word did you hear in the story today? What do you think it means? RL.1.11**
- **What questions do you have about the adventure topic we're learning about? W.1.7**
- **Where can we find answers to our questions? (books, videos, pictures) W.1.7**
- What are three facts you learned about your adventure topic? W.1.8
- What did you learn from the read-aloud that helps you understand the topic better? W.1.8
- **Can you describe the explorer or place we read about today using three details? SL.1.4**

- **How did the people in the story work together or solve a problem? Tell me using specific details. SL.1.4**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RL.1.11
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.7
- Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly. SL.1.4

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.1.3
- Decode regularly spelled one-syllable words. RF.1.3.b
- Know final -e and common vowel team patterns for representing long vowel sounds. RF.1.3.c
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.d
- Use vowel patterns to decode two-syllable words by breaking the words into syllables. RF.1.3.e
- Recognize and read grade-appropriate words, including compound words. RF.1.3.g
- Recognize diphthongs in single-syllable words. RF.1.3.j
- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read text with purpose and understanding. RF.1.4.a
- Read text orally with accuracy, prosody, and appropriate rate. RF.1.4.b
- Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading. RF.1.4.c
- Ask and answer questions about key details in a text. RL.1.1
- Retell stories, including key details, and demonstrate understanding of the

lesson or central message (main idea). RL.1.2

- Describe character, settings and major events in a story, using key details. RL.1.3
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.5
- Use illustrations and details in a story to describe its characters, setting or events. RL.1.7
- Compare and contrast the adventures and experiences of characters in stories. RL.1.9
- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases to expand language comprehension. RL.1.11
- Identify real-life connections between words and their uses. RL.1.12.c
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. W.1.2
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.1.5
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.7
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.1.10
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when writing. W.1.10.f
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. W.1.10.g
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups to expand language comprehension. SL.1.1
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a
- Ask and answer questions about key details in a text read aloud, information

presented orally or through media. SL.1.2

- Use relevant details to describe people, places, things and events, expressing ideas and feelings clearly. SL.1.4
- Demonstrate command of the conventions of standard English grammar and usage when speaking. SL.1.7
- Use frequently-occurring adjectives, conjunctions, articles and prepositions when speaking. SL.1.7.e
- Orally produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. SL.1.7.f